# Case 2:12-cv-00410 Document 31-123 Filed on 01/26/15 in TXSD Page 1 of 39 $\bf Scanned\ Jun\ 18,\ 2 \cup 13$

		nts		
		d assessme	nt (TAAS)1:	Ye I all a share a sha
Yes	□ No		will take Reading.	If no, alternative assessment to be given:
l Yes	□ No	7).	will take Mathematics.	If no, alternative assessment to be given:
Yes	□ No	DN/A	will take Writing.	If no, alternative assessment to be given:
□Yes	□ No	WNIA	will take Social Studies	If no, alternative assessment to be given:
□ Yes Modific	□ No ations as d	VIVA efined in te	will take Science. st administration materials:	If no, alternative assessment to be given:
				The state of the s
TAAS	not offer	ed for this s	tudent's grade placement	
E-1-C	Course Ev	aminations <sup>2</sup>		and the state of t
□ Yes	□ No	DN/A	will take Algebra 1.	If no, alternative assessment to be given:
Y Yes	□ No	D N/A	will take Biology 1.	If no, alternative assessment to be given:
D Yes	□ No	D/N/A	will take U.S. History.	If no, alternative assessment to be given:
2 Yes	□ No		will take English II.	If no, alternative assessment to be given:
Modific	ations as	defined in te	st administration materials:	
	1117			A A STATE OF THE S
	-			
District	wide Asse	ssments:	In That Mike	700
District	wide Asse	ssments: will take	Districtwide assessments.	If no, alternative assessment to be given:
□ Yes	□ No	will tak	Districtwide assessments.	
□ Yes	□ No	will tak	Districtwide assessments.	If no, alternative assessment to be given:
□ Yes	□ No	will tak	Districtwide assessments.	
☐ Yes  Modific	□ No cations as	will tak	de Districtwide assessments.	
☐ Yes  Modific	□ No cations as	will tak	e Districtwide assessments.  est administration materials:  ntory (K - 3):	
☐ Yes  Modific	□ No cations as	will tak	e Districtwide assessments.  est administration materials:  ntory (K - 3):	
☐ Yes  Modific  Texas F ☐ Yes 1	□ No cations as o Primary Re □ No	will talk defined in te ading Inver will tak	e Districtwide assessments.  est administration materials:  ntory (K - 3):// e TPRI. Modification	ns as defined in test administration materials:
☐ Yes  Modific  Texas F ☐ Yes 1	□ No cations as controls Primary Re □ No nudent is exact.	will talk defined in te ading Inver will tak compted fro student's in	ext administration materials:  atory (K - 3):  TPRI. Modification  to the administration of any	as as defined in test administration materials:
☐ Yes  Modific  Texas F ☐ Yes 1	□ No cations as c  Primary Re □ No  nudent is exact the grace of the	will talk defined in te ading Inver will tak kempted fro student's in le level.	est administration materials:  attory (K - 3):  Modification  TPRI. Modification  the administration of any adividualized education prog	ns as defined in test administration materials:

The ARD supplement, Transition Statement, is attached. It is required for all students beginning by age 14 and required to be updated annually.

<sup>1</sup> Until Spanish TAAS tests are available, LEP students exempt from the English TAAS must be tested with alternative measures of accountability.

<sup>&</sup>lt;sup>2</sup> The only students not required to test are students receiving content modifications resulting in an "S" on the transcript, as stated in test administration materials. These materials also provide information about testing those students for local purposes.

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G <sub>A</sub> SERVICE ALTERNATIVES	
the space next to all that apply:	he key letter (p, t, c) in
1.	ication devices,
Hem Pavala of China 1971 Sent Interest of Section 1981 Sent Interest of Se	rovide reason(s)
16 PHEND CINC regular le /12	
☐Yes ☐No ☐N/A * Parents of students who meet eligibility criteria for visual or auditory impairments or deaf/bli written information, within the past year, about programs offered by the Texas School for the Impaired or the Texas School for the Deaf, including eligibility and admissions requirements ar related to admission.	e Blind and Visually
H. CONSIDERATION OF LEAST RESTRICTIVE ENVIRONMENT	
1. Complete either a cr b:	
a. □ Based on ARD committee review of assessment data, new IEP goals and objectives, instructional necessary to implement the content of the IEP, and previous efforts/considerations, the committee recommended receive all instruction and services in the general education setting. Go to Consideration of Harmful	rmends that this student
b. D Based on ARD committee review of assessment data, new IEP goals and objectives, instructional necessary to implement the content of the IEP, and previous efforts/considerations, the committee recommended part or all of instruction and services in a special education instructional setting. Complete and (3) below:	nmends that this student
(1) Removal From General Education Classroom	
Placement in the general education classroom prohibits the student from achieving the goals and the IEP even though supplementary aids and services are used.	d objectives contained in
The modifications required for the student to achieve the goals and objectives in the IEP cannot general education classroom without eliminating essential components of the regular curriculum	ot be implemented in the lactivity.
Implementing the student's behavior management plan would not permit other students to b academic instruction or nonacademic activities.	enefit satisfactorily from
The student needs the following support services to benefit from the general education program	
Other:	
	7/98 ARD-6

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J PRINCIP, 3089

) Ren	noval From General Education	Campus (to a Separate Campus)		
0	Services and/or therapies in	the student's IEP cannot be provide	ed on the	e general education campus.
	The behavior management	plan contained in the student's IEP of	cannot be	e implemented on a general education campus.
0	The student's behavior is environment.	so dangerous that it cannot be con	ntrolled	without intense supervision and within a closed
0	goals and objectives and mod	dification/support services that addres	campus.	. If selected, list instructional and related service ing the student to the general education campus.
	Meals Field trips Fund raising activities Regular transportation Sports/cheerleading Student council	and extracurricular activities in white  Yearbook/newspaper  Recess periods Choral group/debate Assemblies Band Graduation exercises	ch the st	General education routines (homeroom assignments, lockers, study hall class changes, social) Other:
-				
ential None ack cappro	ving the student from the get harmful effects on the stude anticipated of opportunity for priate role models atization assed access to the instructio tunities available in integrater	neral education classroom or general education classroom or general ent or on the quality of services which	al educat ch the st	tion campus, place a check to indicate below the
	O O O O O O O O O O O O O O O O O O O	Bervices and/or therapies in  The behavior management of the student's behavior is environment.  The student had a previously goals and objectives and mode and objectives and	The behavior management plan contained in the student's IEP of the student's behavior is so dangerous that it cannot be convironment.  The student had a previously unsuccessful placement on a general goals and objectives and modification/support services that address the removing the student from the general education classroom opportunity to participate with students without disabilities in all not lif No, describe the nonacademic and extracurricular activities in which lif No, describe the nonacademic and extracurricular activities in which lif No, describe the nonacademic and extracurricular activities in which lif No, describe the nonacademic and extracurricular activities in which lif No, describe the nonacademic and extracurricular activities in which lif No, describe the nonacademic and extracurricular activities in which lif No, describe the nonacademic and extracurricular activities in which lif No, describe the nonacademic and extracurricular activities in which lif No, describe the nonacademic and extracurricular activities in which lif No, describe the nonacademic and extracurricular activities in which lif No, describe the nonacademic and extracurricular activities in which lif No, describe the nonacademic and extracurricular activities in which life No, describe the nonacademic and extracurricular activities in which life No, describe the nonacademic and extracurricular activities in which life No, describe the nonacademic and extracurricular activities in which life No, describe the nonacademic and extracurricular activities in which life No, describe the nonacademic and extracurricular activities in which life No, describe the nonacademic and extracurricular activities in which life No, describe the nonacademic and extracurricular activities in which life No, describe the nonacademic and extracurricular activities in life No, describe the nonacademic and extracurricular activities in life No, describe the nonacademic and extracurricular activities in life No, describe the nonacademic and extracu	Services and/or therapies in the student's IEP cannot be provided on the The behavior management plan contained in the student's IEP cannot be The student's behavior is so dangerous that it cannot be controlled environment.  The student had a previously unsuccessful placement on a general campus goals and objectives and modification/support services that address return opportunity to Participate  In removing the student from the general education classroom or generopportunity to participate with students without disabilities in all nonacadem. If No, describe the nonacademic and extracurricular activities in which the standard raising activities are Recess periods.  Field trips Pecess periods Choral group/debate Regular transportation Assemblies Pand Student council Graduation exercises.  If any of the above items are checked, explain why this student is unable the tension of Potential Harmful Effects (Complete this section for all students removing the student from the general education classroom or general education harmful effects on the student or on the quality of services which the student acid harmful effects to the instructional perporpriate role models.

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REMIRES								126	1000		1	B	10	としょりゃりけい
STUDENT'S LAST NAME  I. SCHEDULE OF SERVICES				FIRST saf 454-71-3620			RST	MI DOB						
Year:	Semes	ster:					di		Related/Other Services	Time	D*	C.	M*	Location of Services
Course/	Funct / Grade		OE	NED	Spec Ed Time	Progr/Gra Determin			Auditory Hdcp Srvs	7				
Area	Level	Мо	The same of			Gen Ed	Sp Ed		Counseling	11				
		Y	N	Time				]	Health Srys	1				
				100					Music Therapy	1/271				
A Harite of	1	Ų.		11.		ن			Occupational /	/174				
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in the L	1	\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \		191	-	be	ri.		Physical Therapy					
(1)		68	1	GC		121			Speech Services					
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110 - 700	ě	L		9,	4:	V				Special Tr	anspo	ortatio	n	
**************************************				Car.	Q. S.			1	Yes No					
					12/				If yes, cite justif	fication:				
			1		100			1						
	1		1					1 1	EYS:		If ye	s, see	attac	hed supplemer
								Į.	☐ Yes □No		0	ГР	T_S	P IN
						*			Parents will be	notified of s	studer	it pro	gress l	DY:
Vocational EducationREGCVAEVEH								-	Regular repor	rt card	IEP 1	report	card	050
VAC								1	Portfolio Other:					
TOTAL MIN PER DAY		B 20		360	100		- 1		L <sub>1</sub>			H		

Year:			Sem	ester:	23		
Course/ Curriculum	Funct. Grade		GE	NED	Spec Ed Time	Progr/Orade Determined by	
Area	Level				1	Gen Ed Sp Educational	
		Y,	N	Time		Diagnostician	1
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TIC		V		90		V	4
Vocational Education REGCVAEVEH							
VAC					ž.		
TOTAL MIN PER DAY				€ V			

D <sup>i</sup> Will take Mathematics	⊕Will take Reading
OWill take Writing	Not offered for this student's grade
D Will take Social Studies	placement
Will take Science	DExempt in all areas
Referral Date:	Data by: // Control Test Date:
Medical Date:	Dx
Q Test	Test:
V P FS	
	Test:
Ach. Test	
	100
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R SS GE RC SS GE	
RC SS GE WL SS GE	Lang. Dom.
R SS GE RC SS GE WL SS GE SS No 4 5 4 7 1 3 6 2 0	Lang. Dom. M SS GE
R SS GE RC SS GE	Lang, Dom.  M SS GE Inst. Arr. Code: 7 Prog. Type: 7

7/98 ARD - 8

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The committee determined that services will be provided at:  NAME OF SCHOOL CAMPUS	Check appropriate instructional (PEIMS CODE)  _Speech Therapy (11)  _Homebound (01)  _Hospital Class (02)  _Resource Room (03)  _State School for the Mentall  _Residential Care & Treatme  _S/C Mild/Moderate, Reg. Ca  _S/C, Severe Reg. Campus (0  _Off Home Campus (20)  _VAC (08)	y retarded (30) nt Facility (35) ampus (04)
	Mainstream (40)  t would attend if not disabled. If NO, identify d on the student's home campus.	(list or describe) the services which
		Andrew Control of the
Yes ONo This is the campus which is a	s close as possible to the student's home. If N	O, justify:
	HELLO SHARES HARRY	<del></del>
*The committee assures that all instructions fees normally charged to students with charged (e.g., art or laboratory fees).  Required at least one year prior to the state of	student is being educated with students his/her overall educational needs (including academ ction and related services specified in the IEP of thout disabilities or to their parents as part of the student reaching the age of majority (18) d of his/her rights that will transfer to him/her	will be provided to the student at no cost. the general education program may be
NOTE: INSERT ARD/IEP SUPPLEMENTS A	AFTER THIS PAGE, WHEN APPLICABLE.	
Visually/Auditorially Handicapped Regional Day School for the Deaf Day/Residential Placement and On-Site Visit Report Graduation	Extended-Year Services Behavior Management Plan Health Care Plan Medically Fragile Vocational	Autistic Minutes Page Notice of Refusal Transition Services Other

<sup>\*</sup> Enter instructional arrangement that meets requirements listed in the Student Attendance Accounting Handbook.

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### CORPUS CHRISTI INDEPENDENT SCHOOL DISTRICT Corpus Christi, Texas

### ARD/IEP SUPPLEMENT TRANSITION SERVICES

RAMIREZ, JOHN	1/15/19
NAME OF STUDENT	DATE OF ARD MEETING
Statement of needed transition services: The coordinated set of activities must be be into account the student's preferences and interests, and include needed activities experiences, employment and other post-school adult living objectives, and if approfunctional vocational evaluation. If the student is leaving the school setting, include agency's and each participating agency's responsibilities or linkages, or both. If it is one or more of these areas then include a statement to that effect and the basis upon we instruction	ies in the areas of instruction, community priate, acquisition of daily living skills and a le, if appropriate, a statement of each public determined those services are not needed for thich the determination was made.
development of employment objectives	
development of employment objectives	are in the still differ
acquisition of daily living skills, if appropriate  Well take health during '99-100-50hip.	Conducation (Control) to ent of John Silver
acquisition of daily living skills, if appropriate	12
Will take health during 199-100-50 MAR	Pin
functional vocational evaluation, if appropriate	
Attendance: The student will be invited. If the student does not attend the ARD ensure that the student's preferences and interests were considered? Also invite a rep	committee meeting, what steps were taken to resentative of any other agency that is likely to
be responsible for providing or paying for transition services. If an agency invited to	o send a rebresentative to a meeting did not do

If a participating agency fulls to provide agreed upon transition services contained in the IEP, the public agency responsible for the student's education will initiate a meeting as soon as possible for the purposes of identifying alternative strategies to meet the transition objectives and, if necessary, revise the student's IEP.

so, what steps were taken to obtain the participation of the other agency in the planning of any transition services?

7/98 ARDSPTS

Original: Parent

Copy: Eligibility Folder

Copy: School

Copy: Psychological Services

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. 64°

المعاملية	
	Page of
	ARD MINUTES
S	Student's Name: RAMTREZ, JOHN D.O.B. 6-29-84 Date: Recorder: F. G. A.
.6	ARD Committee Members: VIC VIA AND HOLL WERE
	the state of the state of the state of the state of
1	Medical-10/44/95 Linxer district of the Marie
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	7-105 Will take all parts of exit level 78,55.
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SIGNATURE AND TITLE	SP. ED.	POSITION	AGREE	DISAGREE
		Parent(s)/Adult Student		Wall of the Address
Color Color		Administration		11010
ale D. Below		Instruction	L	
		Instruction/Speech		
		Assessment <sup>1</sup>		1 100 100 100 100 100 100 100 100 100 1
OTHER PARTICIPANTS				
11 2 1		Representative of LPAC <sup>2</sup>		
Felder ATTEN	Learn	Consultant/Chairperson	> _ L - =	
The see the second	Nam.	Vocational	\_/	
		Visual/Auditory		
*		Counselor		
	-			
				-
- don Vina		student		

My signature indicates that I was present at the ARD meeting, participated in the discussion, and understood what was discussed.

EThe committee mutually agreed to implement the program reflected in these proceedings. OR:

□ The members of this ARD committee have not reached mutual agreement. The school has offered and the parent has agreed to a recess of not more thanten (10) school days. During the recess the members shall consider alternatives and/or gather additional resource persons to enable them to reacha mutual agreement. This recess does not apply if the student presents a danger of physical harm to himself or herself or to others, or if the student has committed an expellable offense. The committee will reconvene on

Date Place and Time

Information explaining why mutual agreement has not been reached must be noted in the ARD minutes. Participants may attach statements of agreement, disagreement, or clarification to the ARD minutes.

Your rights were explained to you when your child was initially referred for special education assessment. Federal regulations require that parents and adult students be provided a full explanation of all procedural safeguards in your native language or other mode of communication each time the district proposes or refuses to initiate or change the identification, evaluation, or educational placement of your child or the provision of a free appropriate public education (FAPE) to your child. AN EXPLANATION OF RIGHTS AND PROCEDURAL SAFEGUARDS OF A PARENT. WITH A CHILD WITH DISABILITIES IN SCHOOL has been given to

If you have questions regarding these safeguards, please feel free to call 994-3500.

<sup>&</sup>lt;sup>1</sup>Assessment personnel are required when assessment issues are included in the ARD committee's deliberations.

<sup>&</sup>lt;sup>2</sup>LPAC representative is required at the ARD of any student who is limited English proficient.

<sup>&</sup>lt;sup>3</sup>Include documentation concerning the reconvened ARD committee meeting.

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All procedures and information in this document are required by law.

#### CORPUS CHRISTI INDEPENDENT SCHOOL DISTRICT Corpus Christi, Texas

ADMISSION, REVIEW AND DISMISSAL (ARD) COMMITTEE MEETING

||Admission ||Theview ||Dismissed

4	8	4	4)
ARD NOT	TFICA	HON	DATE
Please Prin	t		

ARD NOTIFICATION DATE		DATE OF MEET
Please Print	y	
Ramifez	John	1 9665114 M
STUDENT LAST NAME	FIRST	MI ID NUMBER
DATE OF BIRTH S	SHOOL MILLD	16 School GRADE/PROG SCHOOL
☐ ☑ An interpreter was used to as:	sist in conducting the meeti	ng. If YES, specify language or other mode of
yes no communication	3NC	
A. REVIEW OF ASSESSMENT DATA (check	(V) if applicable)	
	20 181	15/10
Comprehensive individual assessment _		1 3 1.13
		DATE(S) OF REPORT(S)
Assessment(s) for related services. Spe	cify:	
	sVI (6)	
□ Vocational assessment report date		port(s) dated 1 4. Recommended: 1 yes 1 no (AR
Other Assessment 46-47	TAAS	87 ( V dy ) 36 ( muth)
,		Le sol T To see
Information from the student's Individual	Transition Plan dated:	leveloped Transmit. 511
☐ Irilormation from the Language Proficient	cy Assessment Committee	
Records from other school districts		<u> </u>
☐ Information from parents/student		
Information from school personnel	teacher	YOR STACKS ACHOLOUS
D Information/records from other agencies	or professionals	' ()
and the second	1.01	
Dyes Dono Additional assessment is ne	eded. Timeline for completion	on
B. DETERMINATION OF ELIGIBILITY (check	(V) if applicable)	
Based on the assessment data reviewed, t		ermined that the student
does not meet eligibility criteria to rece	ive special education service	3.
meets eligibility criteria for.		
_	speech impairment	emotionally disturbed
	l autism I traumatic brain injury	other health impairment multiple disabilities
_	auditory impairment	deaf-blind
•		
C. DISABILITY/DISABILITIES Assigned by ARD Committee (A disability should be noted here only if:		e to be provided. See ARD-2)
producting officer of front for only if	-p uses segment out thous di	A 10 MA BURLINGS AND LINE OF

White - eligibility folder

Pink - counselor

Yellow - teacher

Goldenrod - parent copy

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DEVELOPMENT OF THE	INDIVIDUAL ATIONAL PLAN (IEP		
Yes D no T	he ARD committee reviewed student ac	:Nevement on each current IEP	. (Applicable to all but initial ARD
Present Competencies:	<b>Š</b> = 1	*	
Physical, as it effects partic	cipation in instructional settings and phy		
XXXX IX	DOIC SKEEL	10 Telli	7.
-3-16	29 Louis	- <u> </u>	
Medication/Health Care		- (t)	- the western and the second
Ø yes □ no T	he student is capable of receiving instru eneral education program without modif	ction in the essential elements ication. Comments:	of physical education through the
		e de la	
Behavioral, as it affects ed	ucational placement, programming, or di	scipline Can V	enelit
PLOW LG	direction, w	orks best	independently
☑ yes □ no T	he student is capable of following the S IRD/IEP SUPPLEMENT: Behavior Manage	tudent code of Conduct withou ement Plan (ARD BMP 1 & 2).	it modification. If no, complete
Prevocational/Vocational s	skills which may be prerequisite to vocati	ional education (when appropris	ate) tollows
"Drai and	W/Hm 2-4	er direct	JUNE Work.
INCLL WIT	In empero sion	laker 10	ride in his will
Van SIC L.D	grade or age levels alone are not accepta	rode lovel	
- ALUCTUPALE	A.T. Writes m	- ITI PARED	Soph Cage,
- 1 x P x 11	a ist you born	Cher Don	
Indicate content areas in will levels	hich the student's disability significantly	interferes with his/her ability to	o meet regular academic mastery
Services for which the stud	lent is eligible were reviewed and discus	sed <sup>1</sup>	to ad front that
☐ Compensatory e ☐ Bilingual educati ☐ ESL instruction			ducation state of a certification
The ARD Committee agrees	s that the student	100 cm	
☑ Needs and will r □ Does not need a	receive special education services and will not receive special education serv	vices for the following reasons:	V
		HAVE BUILD AND A STATE OF THE S	
<sup>1</sup> Include consideration of occupation	onal training needs for students at or before entry is	nto high school or by age 14	4, 10, 10, 10, 10, 10, 10, 10, 10, 10, 10
	Insert iep sheets	AFTER THIS PAGE	1/96
			****

ARD-2

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	nece		necessary for	necessary for the st	necessary for the studen	SCHOOL YEAR  necessary for the student to s  GOAL &	SCHOOL YEAR  Processary for the student to success  GOAL & OBJECT  OF THE STUDENT TO SUCCESS  GOAL & OBJECT  OF THE STUDENT TO SUCCESS  OF THE SUCCESS  OF THE STUDENT TO SUCCESS  OF THE	GOAL & OBJECTIVE/S

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	3	C	)	د ک				-
INSTRUCTIONAL MODIFICATIONS/SUPPORTS DETERMINED BY ARD COMMITTEE, companies of STUDENT SCHOOL YEAR 18 - 19	nied /		7	7 ( ) S		2/2/2		SUBJECT
DAFT MATERIALS BY PROVIDING:	10	1	1	1 3	10	1/ 2	/_	<u>[</u>
Peer to reed meterials						Į.		
lighlighted meterials for emphasis				10				
Altered formet of meterials		V		201				
Study aids/manipulatives feb Cher provided cti	I		~	ستسمط	8			
ESC meterials Ma(C)		31-21-1						
Lergn print materials		y.	20	2 19	i judi			
Breifle meterials								
Color transparencies	T	1						
Other:		9	14	300	20-1	100	15	
Other: ANAGE BEHAVIOR BY PROVIDING:						- 1-		
Clearly defined limits	1	1	1	1	-	1		
Frequent reminders of rules	1	V	V	1				
Positive reinforcement	سمها	1	1	1	J.			
Frequent eye contact/proximity control						1	à,	
Frequent breaks						-		
Private discussion regarding behavior	17			امن	_	-	1	-
In-class timeout	1						-	
Opportunity to help teacher	+			-	-	57	1	
Seal near the teacher	-						-	8
Supervision during transition activities	1				-			
Implementation of behavior contract	+			-			-	
Other:	+		_					
EQUIRED EQUIPMENT/ASSISTIVE TECHNOLOGY:			L	2	- 55	1	1	
Access to equipment							_	
Augmentative communication device		100	-	•*		,		
Calculators	1							
Interpreter								
Note taken/note taking paper							$\vdash$	
Word processors	1	Ser.			-	-	*****	
Other:					-			-
Other:						-	-	
riterion referenced assessment ITAAS/ITBS):  vill take mathematics will take reading of the country of the exempt in all vill take writing will take scient grade placement.	areas				will te	ske soc	ial stu	dies
adifications as defined in test administration materials:allow oral responseuse interpreteruse brails or large printind	lividual e	dminist	ration	Othe	er,			

Until Spanish TAAS tests are available, LEP students exempt from the English TAAS must be tested with alternate measures of accountability

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### F. SERVICE ALTERNATIVES

Identify the spac	special ce next	education alternatives and supplementary aids and s to all to that apply:	ervices provided, tried, or considered. Place the key letter (p, t,	c) in
3	Modific curricu and/or vocation instruc Special Title 1 Tutoria English	el education classroom cations in general education and/or clum, instruction testing procedures, physical arrangements (including chal education and nontraditional cliconal programs) I education supplementary aids and services Part A/Accelerated Instruction class a Second Language (ESL) al classes	8. Pre-K program 9. Alternative education program 10. Assistive technology (e.g., communication devices, slatop table) 11. Piesource classroom 12. Self-contained classroom. 13. Separate special education campus 14. Nonpublic day school placement 15. Residential placement 16. Content Mastery 17. Other:	nt
Item		Results of Efforts	If efforts not successful, provide reason(s)	
1		leeds come suppo	it for continued progres	5
	2-0-20			
25	16	o Successful		
,		0		7
t of	1	not needed at	II. 1 I I	7
10,		Mai Mecaca al	Inis Jame	
G. COM	VSIDER/	ATION OF LEAST RESTRICTIVE ENVIRONMENT		25.11
1, 0	Complete	e either a or b:	* * * * * * * * * * * * * * * * * * * *	- 07
9	O Ra	sed on ARD committee review of accomment data	new IEP goals and objectives, instructional modifications/supp	3 4
	stu	cessary to implement the content of the IEP, and pro- ident receive all instruction and services in the general	evious efforts/considerations, the committee recommends that l education setting. Go to Consideration of Harmful Effects, ARI	this
b	ne: stu	cessary to implement the content of the IEP, and pr	new IEP goals and objectives, instructional modifications/suppervious efforts/considerations, the committee recommends that a special education instructional setting. Complete (3) and either	thie .
	(1) Re	rnoval from Ganeral Education Classroom	#	
	0	the IEP even though supplementary aids and service	its the student from achieving the goals and objectives containe s are used.	đ in
		The modifications required for the student to achie general education classroom without eliminating established.	ve the goals and objectives in the IEP cannot be implemented in ential components of the regular curriculum/activity.	the
	۵	Implementifily the student's behavior management pacademic instruction or nonacademic activities.	lan means that other students would not benefit satisfactorily for	rom
	45	The student needs the following support services to	benefit from the general education program:	_
		Conten mas	tery	
	D	Other:		
		Me a state of the	0.4.30	_
			2/9	7

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3	*** *** ****			#1°	
3,	(2) Rer	noval from General Educat	ion Campus (to a Separate C	ampus)	
	D	Services and/or therapies	in the student's IEP cannot	be provided on th	e general education campus.
	0 0	The behavior management	nt plan contained in the stude	ent's IEP cannot b	e implemented on a general education campus.
M	<b>1</b>		<b>\$2.1</b>		out intense supervision and a closed environment.
	id	The student had a previous goals and objectives and n	sty unsuccessful placement or neglification/support services the	a general campus nat address return	. If selected, list instructional and related service ing the student to the general education campus.
	30		741.		The state of the s
	(31 Op	portunity to Participate			
	in opi	removing this student fro portunity to participate with	m the general education cla students without disabilities	ssroom or gener in all nonacadem	al education campus, will the student have the iic and extracurricular activities? PVes UNo
	H e	o, describe the nonacadem	ic and extracurricular activities	es in which the st	sudent will not have an opportunity to participate:
à	0 0 0	Regular transportation Sports/cheerleading	Band .	D	General education routines (homeroom assignments, lockers, study hall class changes, social) Other:
	D	Student council	Graduation exercise	s D	Other:
		40 40 5	*:-		
	ff :	any of the above items are	checked, explain why this s	tudent is unable t	o participate:
	T	100			
W. W.			V		
2.	In remove potential check ti	ving this student from the harmful effects on the stude	ent with disabilities or on the	or general educa quality of service	tion campus, place a check to indicate below the s which the student with disabilities needs. Also dent with disabilities is not placed in the general
	44.4	DIACUL ESTECTS	30		ALABARIN PERFOTO
33		RMFUL EFFECTS DENT WITH DISABILITY	r \$1		ON STUDENTS WITHOUT DISABILITIES
	specia mater	ased access to alized services (e.g., ials, personne),	ere:	0	None anticipated Decreased contact with students with disabilities Other
\$		ular modifications) ased student self-esteem	**	D	Other
		ised safety concerns			
	☐ Increa	sed distractions	A		
		ised student frustration			
		atization			
		ion from peers anticipated			

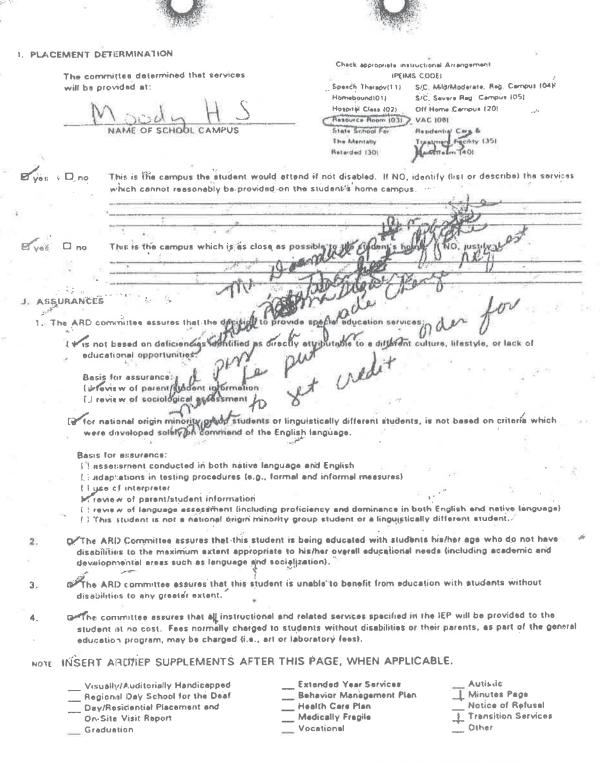
□ Other ....

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\*Enter instructional arrangement that meets requirements listed in the Student Attendence Accounting Handbooks

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	Page of
ARD MINUTES	
Student's Name: John Ramirez D.O.B. 6/29/89 Date	:5/18/45 Recorder: S. Warner
ARD Committee Members: S Warner R	18142
John attended his App meeting	ð.
ASSESSMENT: reviewed from 1	48 - 1 Sam
ELIBIBILITY: qualifier learny	Town led
COMPETENCIES: YEVICWELLAND	The party
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The state of the s	100
and the second	Wette Do concerns
MEDICAL ISSUES: PARCHE did hat	Cocha - No Correcting
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TEP: reviewed fat-aget sevels	sped 78+99
SERVICES: No retule to services	needed
NAPT (TAAS) TBS: NEL Offered 98	-99 ut
John's grade level	· ·
MODIFICATIONS: 1 LEVEL USE 1 AND 1	ecordel ARD3-4
PLACEMENTS: Mosel HS all Achek	al education
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### CORPUS CHRISTI INDEPENDENT SCHOOL DISTRICT Corpus Christi, Texas

TRANSITION STATEMENT FOR 14 AND 15 YEAR OLDS

John Ramirez	5/18/98
NAME OF STUDENT	DATE OF MEETING
6/29/84	May 2002
DATE OF BIRTH	ANTICIPATED DATE OF GRADUATION

The ARD committee has determined that for the student to achieve a post school placement consistent with his/her abilities, his/her school program should support the following (check one):

- This student is projected to complete minimum academic credit requirements for graduation applicable to students without disabilities, including satisfactory performance on the exit level assessment instrument.
- This student is projected to complete a 22 credit academic program and attain sufficient independent living skills to maintain employment without direct and ongoing support by other agencies.
- This student is projected to complete a school program that leads to mastery of specific but limited employability and self-help skills. The student will not require the direct ongoing support of the local school district, but may require support or ongoing post school services by other agencies.
- This student's school program will emphasize self-maintenance skills. The student may require post school services by other agencies.

Use this form for all students who will be age 14 or 15 during the subsequent school year.

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### K. SIGNATURE OF COMMITTEE MEMBERS AND OTHER PARTICIPANTS

SIGNATURE AND TITLE	SP. ED.	POSITION	AGREE	DISAGREE
party did not attend		Parent(s)/Adult Student		-
Phela Jone		Administration	-	
- (5 Warner)	V	Instruction	اسما	
427		Instruction/Speech		
		Assessment <sup>1</sup>	20	
OTHER PARTICIPANTS				
.2"		Representative of LPAC <sup>2</sup>		
1 (S. Walm)	سس	Consultant/Chairperson		Je se
		Vocational		
		Visual/Auditory		
.e		Counselor		\\\
			-	
				¥/.

My signature indicates that I was present at the ARD meeting, participated in the discussion, and understood what was discussed.

The committee mutually agreed to implement the program reflected in these propeedings. OR:

The members of this ARD committee have not reached mutual agreement. The school has offered and the parent has agreed to a recess of not more than 10 school days. During the recess the members shall consider afternatives, gather additional resource persons to enable them to reach mutual agreement. This recess does not apply if the student presents a danger of physical harm to himself or herself or others, or if the student has committed an expellable offense. The committee will reconvene on

Date

Place and Time

Information explaining why mutual agreement has not been reached should be noted in the ARD minutes may be attached by the ARD meeting participants.

Your rights were explained to you when your child was initially referred for special education assessment. Federal regulations require that parents and adult students be provided a full explanation of all procedural safeguards in your native language or other mode of communication each time the district proposes or refuses to initiate or change the identification, evaluation, or educational placement of your child or the provision of a free appropriate public education (FAPE) to your child. A full EXPLANATION OF PROCEDURAL SAFEGUARDS has been given to

please feel free to call 994-3500.

Include documentation concerning the reconvened ARD committee meeting.

6/95

Assessment personnel are required when assessment issues are included in the ARD Committee's deliberations.

<sup>&</sup>lt;sup>2</sup>LPAC representative is required at ARD of any student who is limited English proficient.

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# Information for Life's Transitions

# CAREER PLANNING SURVEY REPORT

RAMIREZ, JOHN H

For:

Claude Cunningham Middle S, Grade 8 September 24, 1997 Date:

Jobs You May Wish to Consider About: The World of Work Map to the right arranges 23 Career Areas (groups of similar jobs) according to primary work tasks:

Working with-

PEOPLE (care, services, leadership, sales, etc.)

d

o DATA (facts, numbers, files, business procedures)

THINGS (machines, living things, malerials such as food, wood, metal)

ogether, these Career Areas include all jobs in the work world. The Map is divided into 12 regions—like slices of pizzal Unlike pizza, each "slice" (map IDEAS (knowledge, insights, new ways of expressing something) region) has a different work task "flavor."

our Trial Job Choice

When you completed the Career Planning Survey, we asked you to make a tal job choice. You told us that it best fit Career Area:

Please circle this Career Area on the Map (see Region 6), Construction and Maintenance

Any job involves some work with People, Data, Things, and Ideas. As the Map shows, jobs in the Career Area you selected mainly involve working with Things.

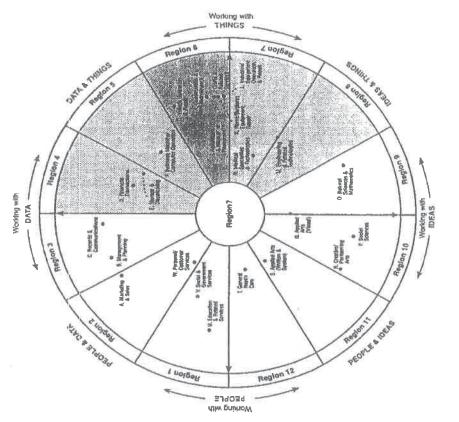
15 this what you expected? Is it in line with the interests and abilities you reported? See below!

# Yeur Work-Relevant Interest and Abilities

When you completed the Career Planning Survey, you told us about everyday activities that interest you--and about your abitities. The World-of-Work Map regions that best fit what you told us are shaded on the map. (See the Map's color key.)

Because interests and abilities are different, their map regions may not overlap. If they don't, you will need to decide which to emphasize as you explore your job possibilities. Please turn to side 2 of this report.

# World-of-Work Map



= map regions in line with your measured interests

Key:

= map regions in line with your ability self-estimates map regions in line with both

If your interest regions are separated, two interest scores were tied for highest. (The same applies to ability self-estimates.) If your interest or ability region falls in Region ?, your answers did not show a clear pattern; they do not suggest jobs to explore. Your counselor may have some suggestions. If no regions are shaded, your scores were missing.

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### CORPUS CHRISTI INDEPENDENT SCHOOL DISTRICT Corpus Christi, Texas

Psychological Services

### THREE-YEAR REEVALUATION ASSESSMENT REPORT

1	s Asse	9665/14 Grade: 8 Date of Evaluation: 1-15-98 Examiner: Students was conducted using standard assessment procedures.  explain rationale for deviating from procedures, interpreting results and determining educational
L.	Asses	sment of Physical, Mental and/or Emotional Conditions
	Α.	Language Assessment
		Tests/Measures Used: Health Inventory/Family Information; R.E.A.; Other Sources of Data:
		Dominant Language:EnglishSpanishBilingualOther:
		Proficiency: Expressiveabove averageaveragebelow averagebelow average
		Mode of Expression:oralother:
	B,	Assessment of Physical/Health Factors
		R 20/36 L 20/30 Date: 4/25/97R P Hearing Results Date: 4/25/97
	C.	Based on the information provided by the parent on the Health Inventory Information form, no physical/health factors appear to adversely affect this student's educational performance.  See attached eligibility report(s) for physical handicap(s). OHI Elicibility hand on Assessment of Emotional/Behavioral Factors
		Tests/Measures Used: Health Inventory/Family Information; R.E.A.
		Behavior/Academic checklist from teacher Reports of behavior from staff Classroom Observation Objective Personality Tests by counselor/diag. staff Parent Interview  Clinical Interview Classroom Observation Objective Personality Tests Projective Tests/Drawings
		No emotional/behavioral factors appear to adversely affect educational performance.  See attached eligibility report for emotional disturbance.
In scho	ool/out	of school behaviors influencing learning/ability to follow disciplinary rules:

PS-94-3YR-1

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		REEVALUATION ASSESSMENT REPORT (Cont.)	
	D.	Assessment of Sociological Factors	
		Measures Used: Health Inventory/Family Informa	ation; R.E.A.
		Other Sources of Data:	4 - 4 - 4 - 4 - 4 - 4 - 4 - 4 - 4 - 4 -
		Cultural/Life Style factors and/or lack of opportureducational performance. If so, explain:	nity do do not appear to affect
	E.	Assessment of Intellectual Functioning	
		Tests Administered:WISC-RWISC	-IIIWAISWAIS-R
		Stanford-Binet	
			R:
		Test Results: Verbal IQ Performance IO   Composite IO   Composite IO   Performance IO   Per	Y
		Adaptive behavior was assessed using:form	
		Tests/Measures Used: Health Inventory/Family In	
		Other Sources of Data:	
v		2	
		Observation of this student indicates that his expected according to age and cultural back intellectual functioning.	Mer adaptive behavior appears to fall as
		Results of formal assessment of adaptive be See attached report.	havior:
Ще	Educat	Results of formal assessment of adaptive be See attached report.  tional Performance Levels: Test(s) Administered	havior:
Пе	Educat	Results of formal assessment of adaptive be See attached report.  tional Performance Levels: Test(s) Administered	havior:
Ц	\	Results of formal assessment of adaptive be See attached report.  tional Performance Levels: Test(s) Administered  WRAT-RWJAT-RWRMTWRAT-	havior:
И.,	\	Results of formal assessment of adaptive be See attached report.  tional Performance Levels: Test(s) Administered  WRAT-RWJAT-RWRMTWRAT-	havior:
H <sub>s</sub>	\	Results of formal assessment of adaptive be See attached report.  tional Performance Levels: Test(s) Administered  WRAT-RWJAT-RWRMTWRAT-Sesults: Reading GE 6 SS 92	WIAT Other:  Written Lang. GE SS Reading Comp. GE SS
He Ht	Test R	Results of formal assessment of adaptive be See attached report.  tional Performance Levels: Test(s) Administered  WRAT-RWJAT-RWRMTWRAT-Sesults: Reading GE 6 SS 92  Spelling GE 8 SS 105	Mritten Lang. GESSReading Comp. GESS
	Test R	Results of formal assessment of adaptive be See attached report.  tional Performance Levels: Test(s) Administered  WRAT-RWJAT-RWRMTWRAT-Sesults: Reading GE 6 SS 92  Spelling GE 8 SS 105  Math GE 8 SS 104	WIAT Other:  Written Lang. GE SS Reading Comp. GE SS
	Test R	Results of formal assessment of adaptive be See attached report.  tional Performance Levels: Test(s) Administered  WRAT-RWJAT-RWRMTWRAT-  results: Fleading GE 6 SS 92  Spelling GE 8 SS 105  Math GE 8 SS 104  sment of Learning Competencies	WIAT Other:  Written Lang. GE SS Reading Comp. GE SS
	Assess Measur Criterio	Results of formal assessment of adaptive be See attached report.  tional Performance Levels: Test(s) Administered  WRAT-RWJAT-RWRMTWRAT-:  Sesults: Reading GE 6 SS 92  Spelling GE 8 SS 105  Math GE 8 SS 104  Sment of Learning Competencies  res Used:  or or Curriculum-Referenced:  Informal Reading Inventory Informal Math Inventory	WIAT Other:  Written Lang. GE SS Reading Comp. GE SS
	Assess Measur Criterio	Results of formal assessment of adaptive be See attached report.  tional Performance Levels: Test(s) Administered  WRAT-RWJAT-RWRMTWRAT-  Results: Reading GE 6 SS 92  Spelling GE 8 SS 105  Math GE 8 SS 104  Sment of Learning Competencies  res Used:  On or Curriculum-Referenced:	WIAT Other:  Written Lang. GE SS Reading Comp. GE SS

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THRE	-YEAR REEVALUATION ASSESSMENT REPORT (Cont.)
	Test results and interpretation (including specific strengths and weaknesses).
	appear to be in spelling and mate welle
	De serveres agrees to be in reaking In nealing
	Consevant christers where Commands, would,
	phosetic Phocular ties He charges and
	problems appliant this of a land
	multi-sullation was as bet in
	Decode 22 , 33 words. He was all to
	(12-6)- As) (ile "" 11 a 10 11 11 11 11 11 11 11 11 11 11 11 11
	but not "have of late! in the
	In spelling John was able to spell 23 dell
	words The was ablited spell wor and like of
	"reverence, commission and" importing hable"
	but net " punchase museum" og "illogiaal"
	With the use of the following modifications, this student should be expected to achieve a mastery level of activities (Indicate those that apply: R = Regular; C = Compensatory; S = Special Education).
	Leave class for resource assistance
	Shortened assignments  Alternative materials  Alternative materials
	Assistive technology devices/services were considered (1/4 a a a a a a a a a a a a a a a a a a a
	Recommendations: Student 5 Oldshand 15 P
IV.	Eligibility:
1.70	See attached eligibility report.
	No handicapping condition is noted under current oligibility extends
V.	This appears to indicate a change in handicap eligibility.  Placement Recommendation:regularresourceP S/CSC
2.2	Other Recommendation:regularresourceP S/CSC
alandi.	Other Recommendations:
PS-94-3	3YR-3 Names
	Name; DOB; School:

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TH	REE-YEAR REEVALUATIC ASSESSMENT REPORT
. 7	In worth, John was able to add and sevatract
direct.	vita heranine multiple by 2 bit di di Col
_0	the state of the s
34	gride digit, convert hours to minites, and
-1	raclien to percentous, add and fultract muxe
U	Il hall the Day of the of a
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# Case 2:12-cv-00410 Document 31-123 Filed on 01/26/15 in TXSD Page 25 of 39 **Scanned Jun 18, 2013**

Verification of Eligibility: Learning Disability	Y	.)	
A. Observation of Classroom Behavior			
Observation of Position: Date: educational functioning:	s classroom be	havior by <u>J. War</u> he following regarding the	nul/U relationship of behavior an
activities &	//	tion - Will	l Descript
argumentitive	with abull	d.	
B. Determination of Severe Discrepand	·y		
Results of the preceding evaluation intellectual functioning falls within the and standard scores of academic acunless otherwise noted) reveals the	hievement (see page 7)	s score of // on or	verall/nonverbal circle one, rison of this standard score d standard deviation of 15
ACHIEVEMENT	Standard Score	Point Difference	Severe (")
Oral Expression			P
Listening Comprehension			
Written Expression			
Basic Reeding Skills	92	-1.0	
Reading Comprehension		10	
Math Calculation	104	- 6	
Math Reasoning	707	- φ	
Spelling			
Based on the data presented in this discrepancy between achievement art following reason(s):  Based on information from the precedences, the primary cause of the severetardation, emotional disturbance or	eding evaluation of physic	al, emotional/behavioral, se	and felated services for the
On the basis of data presented this learning disability.	_		gibility criteria as having a
	The state of the s	Agree	Disagree
Assessment Representative	S. Warner		
Reviewed/Supervised by:			
	Coordinator for F	Sychological Services	
NOTE: If a team member disagrees with the conclusion PS-94-PSY-LD Name:	his H. Canis	1 - 1 - 11	presenting his/her conclusion:

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Psych-Educational Assessment

IV. <u>Verification of Eligibility</u>	; Physical Disability
--	-----------------------

Additory Impairment (otology/audiology reports attached) Visual Impairment (otology/audiology report attached) Visual Impairment (physician's report attached) Visual Impairment (physician's report attached) Orthopedic Impairment (physician's report attached)  Auditory  Orthopedic Impairment (physician's report attached)  Auditory  Auditory  Orthopedic Impairment (physician's report attached)  Orthopedic Impairment (physician's report attached)  Auditory  Auditory  Orthopedic Impairment (physician's report attached)  Auditory  Auditory  Orthopedic Impairment (physician's report attached)  Auditory  Auditory  Ssessment Representative	THE DESIGNATE OF THE TAX TO THE	
Auditory Impairment (otology/audiology reports attached)  Visual Impairment (physician's report attached)  Other Health Impairment (physician's report attached)  Othorpedic Impairment (physician's report attached)  Othorpedic Impairment (physician's report attached)  Other Health Impairment (physician's report attached)	Thedical d	oted while- 1 - 00
Auditory Impairment (otology/audiology reports attached)  Visual Impairment (physician's report attached)  Other Health Impairment (physician's report attached)  Othorpedic Impairment (physician's report attached)  Othorpedic Impairment (physician's report attached)  Other Health Impairment (physician's report attached)	and in the	10/24/95 diognesia John's
Results of the preceding evaluation and the attached medical report(s) indicate that this student meets of the preceding evaluation and the attached medical report(s) indicate that this student meets of the following handicapping condition(s):  Auditory Impairment (otology/audiology reports attached)  Visual Impairment (vision specialist/functional vision reports attached)  Other Health Impairment (physician's report attached)  Orthopedic Impairment (physician's report attached)  Auditory Impairment (physician's report attached)  Other Health Impairment (physician's report attached)  Auditory Impairment (physician's report attached)  Other Health Impairment (physician's report attached)  Auditory Impairment (physician's report attached)  Other Health Impairment (physician's report attached)  Auditory Impairment (physician's report attached)  Other Health Impairment (physician's report attached)  Auditory Impairment (physician's report attached)  Other Health Impairment (physician's report attached)  Auditory Impairment (physician's report attached)  Other Health Impairment (physician's report attached)  Auditory Impairment (physician's report attached)  Other Health Impairment (physician's report attached)  Auditory Impairment (physician's report attached)  Other Health Impairment (physician's report attached)  Auditory Impairment (physician's report attached)  Other Health Impairment (physician's report attached)  Auditory Impairment (physician's report attached)  Other Health Impairment (physician's report attached)  Auditory Impairment (physician's report attached)	1 carging	(Indition as) Other Health
Results of the preceding evaluation and the attached medical report(s) indicate that this student meets eligibility criteria for the following handicapping condition(s):  Auditory Impairment (otology/audiology reports attached)  Visual Impairment (vision specialist/functional vision reports attached)  Other Health Impairment (physician's report attached)  Orthopedic Impairment (physician's report attached)  Auditory. Rew meets  Auditory Impairment (physician's report attached)  Other Health Impairment (physician's report attached)  Auditory. Rew meets  Auditory. Rew meets	Inyacrount	due to ANHA I To
Results of the preceding evaluation and the attached medical report(s) indicate that this student meets eligibility criteria for the following handicapping condition(s):  Auditory Impairment (otology/audiology reports attached)  Visual Impairment (vision specialist/functional vision reports attached)  Other Health Impairment (physician's report attached)  Orthopedic Impairment (physician's report attached)  Auditory Impairment (vision specialist/functional vision reports attached)  Other Health Impairment (physician's report attached)  Orthopedic Impairment (physician's report attached)  Auditory Impairment (physician's report attached)  Orthopedic Impairment (physician's report attached)  Auditory Impairment (vision specialist/functional vision reports attached)  Auditory Impairment (vision specialist/functional vision reports attached)  Auditory Impairment (physician's report attached)  Auditory Impairment (vision specialist/functional vision reports attached)  Auditory Impairment (physician's report attached)	mplications	1 in 11 . 10 a landel fra
Results of the preceding evaluation and the attached medical report(s) indicate that this student meets eligibility criteria for the following handicapping condition(s):  Auditory Impairment (otology/audiology reports attached)  Visual Impairment (vision specialist/functional vision reports attached)  Other Health Impairment (physician's report attached)  Orthopedic Impairment (physician's report attached)  Auditory Impairment (physician's report attached)  Auditory Impairment (vision specialist/functional vision reports attached)  Other Health Impairment (physician's report attached)  Auditory Impairment (physician's report attached)  Auditory Impairment (vision specialist/functional vision reports attached)	20- 00 th. +-	proceed grateens with
Auditory Impairment (otology/audiology reports attached)  Visual Impairment (vision specialist/functional vision reports attached)  Other Health Impairment (physician's report attached) Elizability based on grant other properties of the propertie	on contraction	and completion do tasky
Auditory Impairment (otology/audiology reports attached)  Visual Impairment (vision specialist/functional vision reports attached)  Other Health Impairment (physician's report attached) Elizability based on grant other properties of the propertie		
Auditory Impairment (otology/audiology reports attached)  Visual Impairment (vision specialist/functional vision reports attached)  Other Health Impairment (physician's report attached) Elizability based on grant other properties of the propertie		
Auditory Impairment (otology/audiology reports attached)  Visual Impairment (vision specialist/functional vision reports attached)  Other Health Impairment (physician's report attached) Elizability based on grant other properties of the propertie		
a Interio	radicory impairment (r	Prology/audiology reports attached
ssessment Representative		on specialistrunctional vision reports attached)  nt (physician's report attached) Elizability based on gives (physician's report attached) equalitation. New mode
	Other Health Impairment Orthopedic Impairment	
	Other Health Impairment Orthopedic Impairment	on specialistrunctional vision reports attached)  nt (physician's report attached) Elizability based on gives (physician's report attached) equalitation. New mode
eviewed/Supervised by:	Other Health Impairment Orthopedic Impairment	on specialistrunctional vision reports attached)  nt (physician's report attached) Elizability based on gives (physician's report attached) equalitation. New mode
	Other Health Impairment Orthopedic Impairment  Authority essment Representative	on specialistrunctional vision reports attached)  nt (physician's report attached) Elizability based on gives (physician's report attached) equalitation. New mode
A supposition Detailor	Other Health Impairment Orthopedic Impairment  A Little Sessment Representative iewed/Supervised by:	on specialistrunctional vision reports attached)  nt (physician's report attached) Elizability based on gives (physician's report attached) equalitation. New mode

PS-94-PSY-PH

Student's Name: Alla Tankous

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All procedures and information in this document are required by law.

### CORPUS CHRISTI INDEPENDENT SCHOOL DISCRICT

ADMISSION, REVIEW AND DISMISSAL (ARD) COMMITTEE MEETING

||Admireton ||Review ||Dismiret

20597

ARD NOTIFICATION DATE			3.5 47
Please Print			DATE OF MEETING
KOTIMIKEZ STUDENT LAST NAME	John	GUE	
	rein of an	MI 10 NUMBER	/ M F
DATE OF BIRTH	SCHOOL	GRADE	M 046
yes no communication	used to assist in conducting the me	eeting. If YES, specify language or other	mode of
A. REVIEW OF ASSESSMENT DA			
Comprehensive individual asse			*
		DATE(S) OF REPORT(S)	
Assistive technology addressed	d in assessment	report(s) dated Recommende	d: Dyon Flor (ADD or
Vocational assessment report of	date		d. L yes Li to (ARD 3)
Other Assessment			
☐ Information from the student's	Individual Transition D		,
☐ Information from the Language	Proficiency Assessment Committee		
Li Records from other school distri	icts		
☐ Information from parents/studer	nt:		
- Information from school parenty	and		
Information/records from other a	agencies or professionals		
Tyes CFno Additional assessme	ent is needed. Timeline for complet	ion	
DETERMINATION OF ELIGIBILITY	(check (V) if applicable)		
The dayersment that a taken	iDWard the ADD	ermined that the student	
meets eligibility criteria for.	to receive special education service	es.	
☐ learning disability	speech impairment		
mental retardation	autism	emotionally disturbed	
orthopedic impairment	traumatic brain injury	other health impairment multiple disabilities	
visual impairment	☐ auditory impairment	☐ deaf-blind	
DISABILITY/DISABILITIES Assigned by ARD Committee	The Medel	~	
M disability should be noted here	only if special education services ar	e to be provided. See ARD-21	
The state of the s		- CONTRACTOR	
te - eligibility folder	Pink - counselor	Yellow , teacher	1/96 ARD-1

'ellow - teacher

Goldenrod - parent copy

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□ yes □ no	The ARD committee reviewe	d student achievement on each current IEP. (Applicable to all but initial A
Present Competencies	meetings.)	(Applicable to all but initial A
Physical, as it affects	articipation in instructional setti	ngs and physical education 22 denutations
Medication/Health Care	Adala 10m	5 1m / 11
Yes 🗆 no		fitted 10 mg mi
	general editoria	iving instruction in the associated
	words in education program with	iving instruction in the essential elements of physical education through the
Defaul		
penavioral as it affects	educational placement, programm	ming, or discipline Disruptive, demonder
of lead	ero attention	and or discipline description, demonstrage
		and off task
pes no	The student is capable as an	
	ARD/IEP SUPPLEMENT PARSE	or Management Plan (ARD BMP 1 & 2).
Prevocational/Vocational	oh W. Benavio	to vocational education (when appropriate)
d T	skills which may be prerequisite	to vocational education
- allelleno		(when appropriate)
Comprehent areas in versels	hich the student's disability signient is eligible were reviewed and	discussed General Education  General Education  General Education  General Education  General Education
	The second secon	other:
ne ARD Committee agrees	that the student	
F Needs and		
Does not need a	ceive special education services	on services for the following reasons:
	The receive special education	on services for the following reasons:
		8 .0030ff3.
aude consideration of occupation	al training weeds for students at or before	PRITY into high and
	4	r mornium achool or by age 14.
W.	MISERT IEP S	HEETS AFTER THIS PAGE
INDICATE NUM	BER OF PAGES OF EACH IEP: R Sp.	Voc. Of The His Page
		_ voc _ OT PT Ve AAT

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land, the	SUPPORTS DETERMINED E	BY ARD	COM	M :	E					
NAME OF STUDENT	SUPPORTS DETERMINED E	114	- 74		PALLE		15.9	ing,	C. C7	
The ARD committee has determined SPECIAL LANGUAGE PROGRAMS'	than about	MBER			SCHO	OL YEA	R	*	73	
SPECIAL LANGUAGE PROCESSION	that the following modification	ns are n	ecess	ary to	r the :	stude	it to e	1100000		
	BEHAVIOR MANAGEMENT PLAN						10 5	ucceed	١.	
REGÚLAR DISCIPLINE PLAN D'YES () NO	ASSISTIVE TECHNIOLOGY									
INO	YES WO				,	G	AL & C	BJECTI	VE) OBJ	ECT
				/	YD/	//	· w/	m	W	7
60				/(	V	$\wedge$	11 9		V /	/
() NO MODIFICATIONS NEEDED				/ 1	1 1	10	W)	. N/	-\/	
ADDRESS ACADEMIC STANDARDS:			/	W	W.	1	JIX		4 /	/ /
Modifications of requisite skills and knowledge	AND		1	JA 1	N	7	X A	767	^ /	/
Exempt from Academic Standards/Essential E	ge for academic performance standards	5	1	V	V	V	-	7	-	1
ALTER ASSIGNMENTS BY PROVIDING:	lements - grades based upon IEP prog	ress			1		-	-		1
Reduced assignments										1
Taried assignments			V	1	u	4	1	7	T	1
Extra time for completing assignments									+-	
Opportunity to respond orally					1	1		-	+	,
Task analysis of assignments							+	+-	+-1	
Special projects in lieu of assignments							-	-	+-+	
Cther (see IEP for appropriate level of Academi						-	+		+	
ADAPT INSTRUCTION BY PROVIDING:	c Standards):				_	-	+	+-	1	
Short instructions (1 or 2 steps)										
Opportunity to repeat and explain instructions			T	T	T	T	T	1		
Ecouragement to verbaling as				1	1	1	-	+		
Ecouragement to verbalize steps needed to cor Opportunity to write instructions	nplete assignment/task	- 1	1	VI	1/2	1/	1	1-1		
Assignment notebooks			7	1	1	1	+	+		
Visual aids (pictures, flash cards, etc.)				1	1	+	+-	1-1		
Auditory aids (cues, tapes, etc.)			1	1	+	+-	+	+		
Instructional aid:					1	1	-	-		
Extra time for oral response				1	1	+	-		-	
Exams of reduced length			T		1	1	1	-	-	
Oral exams		- V	V	10	1	Lucia		-+		
Open book exams			T	1		1	$\vdash$	-		
Study carrel for independent work						1		-	-	
Frequent feedback							-	-		
	/	1	1	IV	سها	-		-	-	
Alter grade distribution (if District accoring guideline Minimal auditory distractions	s are not appropriate)							-	-	
Leave class for CMC assistance							-	+		
Peer tutoring/paired working arrangement		11	V	W	V	-	-		-	
Opportunity for student to district						+	+			
Opportunity for student to dictate themes, informati Other:	on, answers on tape or to others				-	-	-	-	4	
Use repeated drill/review LT Use sign language				-	-	-	-		1	
t i ose aigh rangu	ege     1 Úse various modalities	11 Ad	ustme	ote for						

Special language programs are required for all students who are limited English proficient

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NAME OF STUDENT  SCHOOL YEAR 97 - 618			1.0	/	VI	( /	NY	ersuauc	1
ID NUMBER SCHOOL YEAR 11 . 418		/	W	S	y	1	V	3/	/
		Liv	N	$\langle \rangle$	X D	/ W	$\langle \rangle$	1 /	'/
ADAPT MATERIALS BY PROVIDING:	1	XY	W.	V	M	KY (	1	/	/
Peer to read materials	-1	7	1	Y-	17	17	7-	4	
Highlighted materials for emphasis		+-	+-	-	+-	-	-	-	
Altered format of materials		+-	-	-	+-	+-	1_		
Study side/manipulatives		+	+-	-	-	-	1		
ESL mikerials		+-	-	-	-	-	-		
Large print materials		+-	-	-	-	-	-		
Braille materials		+-	-		<u> </u>	-			
Color transparencies		-	-	_	-	-			
Other:		+-			_				
Other:		-				_	_		
MANAGE BEHAVIOR BY PROVIDING:		1							
Clearly defined limits	T	1					Γ - 1		
Frequent reminders of rules		10		مما	-	-			
Positive reinforcement		-	-			_			
Frequent eye contact/proximity central		1		~	~	-			
Frequent breaks		-		-					
Private discussion regarding behavior		-	-						
In-class timeout		-	-	1	~	~			
Opportunity to help teacher		-							
Seat neer the teacher				_					
Supervision during transition activities			_						
Implementation of behavior contract				_					
Other:			_						
REQUIRED EQUIPMENT/ASSISTIVE TECHNOLOGY:									
Access to equipment				-	_				
Augmentative communication device		-	-	-	-				
Calculators		-/	-+	-	-		[_	_	
Interpreter	-	-	-			_	-	_	
Note taker/note taking paper		-	+	-					
Word processors	$\rightarrow$		-	+	-				
Other:	$\rightarrow$	-	-	-	_				
Other:			-	_					
Iterion referenced assessment (TAAS/I) BSI :		L							
will take mathematics will take reading exempt in will take writing not offered for this student's will take	n ell areas science			500 K	ill take	t social	studies	-	
adifications as defined in test administration materials:	Science			_			-1-4100		
_ allow oral response	_ individual adn						ility		

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-	CEBSAGE	<b>ALTERNATIVES</b>	
P .	SERVICE	AL LEKNATIVES	

Identify special education alternatives and supplementary aids and services provided, tried, or considered.	Place the key letter (p, t, c) in
the space next to all to that apply:	

4. — 5. — 6. —	Modifica curriculu and/or p vocatior instructi Special Title 1 F	education classroom tions in general education and/or m, instruction testing procedures, hysical arrangements (including lai education and nontraditional lonal programs) education supplementary aids and services last A/Accelerated Instruction es/academic remediation as a Second Language (ESL) classes	9 10 11 12 13 14 15 16. <del>[</del>	Pre-K program Alternative education program Assistive technology (e.g., communication devices, slant top table) Resource classroom Self-contained classroom Separate special education campus Nonpublic day school placement Residential placement Content Mastery Other:
tem  ),   6		Results of Efforts Successful		if efforts not successful, provide reason(s)
	Complete a. D Bas	essary to implement the content of the IEP, ar	nd previous	IEP goals and objectives, instructional modifications/supports efforts/considerations, the committee recommends that this
	b. Q Bas nec	ed on ARD committee review of assessment of the IEP, as	data, new	ation setting. Go to Consideration of Harmful Effects, ARD-6.  IEP goals and objectives, instructional modifications/supports efforts/considerations, the committee recommends that this ial education instructional setting. Complete (3) and either (1)
	(1) Rer	noval from General Education Classroom		
	<b>p</b> /		prohibits the	e student from achieving the goals and objectives contained in used.
	#	The modifications required for the student to a general education classroom without elimination	schieve the	goals and objectives in the IEP cannot be implemented in the I components of the regular curriculum/activity.
¥	a	Implementing the student's behavior managemacademic instruction or nonacademic activities	ent plan n	neans that other students would not benefit satisfactorily from
	O.	The student needs the following support serving	ces to ben	efit from the general education program:
	а	Other:		
*				6/95

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(2) F	Removal	from	General	Education	Campus	(to	a	Separate	Campus)
-------	---------	------	---------	-----------	--------	-----	---	----------	---------

- Services and/or therapies in the student's IEP cannot be provided on the general education campus.
- The behavior management plan contained in the student's IEP cannot be implemented on a general education campus.
- The student's behavior is so dangerous that it cannot be controlled without intense supervision and a closed environment.
- The student had a previously unsuccessful placement on a general campus. If selected, list instructional and related service goals and objectives and modification/support services that address returning the student to the general education campus:

#### (3) Opportunity to Participate

In removing this student from the general education classroom or general education campus, will the student have the opportunity to participate with students without disabilities in all nonacademic and extracurricular activities?

If No, describe the nonacademic and extracurricular activities in which the student will not have an opportunity to participate:

- n Meals
- Field trips
- Fund raising activities
- Regular transportation
- □ Sports/cheerleading
- Student council
- □ Yearbook/newspaper
- P Recess periods
- D Choral group/debate
- Assemblies
- D Band
- Graduation exercises
- General education routines (homeroom assignments, lockers, study hall class changes, social)
- Other:

_		 	
Other:	 	 	-

If any of the above items are checked, explain why this student is unable to participate:

### 2. Consideration of Potential Harmful Effects (Complete this section for all students.)

In removing this student from the general education classroom or general education campus, place a check to indicate below the potential harmful effects on the student with disabilities or on the quality of services which the student with disabilities needs. Also check the potential harmful effects on the student without disabilities if the student with disabilities is placed in the general education classroom or campus.

### HARMFUL EFFECTS ON STUDENT WITH DISABILITY

- Decreased access to specialized services (e.g., materials, personnel, curricular modifications)
- D Decreased student self-esteem
- Increased safety concerns
- Increased distractions
- Increased student frustration
- Stigmatization
- □ Isolation from peers
- None anticipated
- D Other
- Other \_\_\_\_

### HARMFUL EFFECTS ON STUDENTS WITHOUT DISABILITIES

- Decreased student self-esteem
- Increased safety concerns
- Increased distraction
- □ Increased student frustration
- None anticipated
- Other.
- D Other\_\_\_\_\_

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M-Monitor

1-, 12-97 1-1-1-1-1-1-		_  _	11	حدط		JL.		, FE, 199	. /	291	24	J <sub>a</sub>
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H. SCHEDULE OF SERVICES	Durati	on of	servi	ce is 🖔	13	17 to	45	27		Sfor :	grade _	8
			-	SEMESTER		***************************************			SEM	ESTER		7 7 7 7 7
	Funct.		GEN ED	_ Specia	Progr.	/Grade		GEN EC			Progr.	/Grade
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I. PLA	CEMENT D	ETERMINATION	\$7		
	will be p	nmittee determined that services rovided at:	<u>h.S</u> .	PEI Speech Therapy(11) Homebound(01) Hospitel Cless (02) Resource Room (03) State School For	_Residential Care &
yea	O no	This is the campus the student wo which cannot reasonably be provid	uld ettend it ed on the s	one disabled 14 aro	Mainstream (40) identify (list or describe) the services
D yes	□ no	This is the campus which is as clos	se as possib	e to the student's ho	ome. If NO, justify:
I ACI	URANCES				The state of the s
1. 1	he ARD co	mmittee assures that the decision to	Drovide so	erial aduantia	
	Basis	based on deficiencies identified as estimal opportunities.  for assurance:  iew of perent/student information	directly attri	butable to a different	es: culture, lifestyle, or lack of
		riew of sociological assessment			
	for na	tional origin minority group students developed solely on command of the	or linguistic English lan	ally different student guage.	s, is not based on criteria which
	☐ ass ☐ ada ☐ use ☐ fevi ☐ revi ☐ This	or assurance: assment conducted in both native la- ptations in testing procedures (e.g., of interpreter aw of perent/student information aw of lenguage assessment (includin a student is not a national origin mine	formel and i ng proficienc ority group s	nformal measures) y end dominance in l	ally different student.
2.	The Af	RD Committee assures that this studies to the maximum extent appropriemental areas such as language and s	ent is being	educated with stude	
3.	to The AF	ID committee assures that this stude es to any greater extent.	ent is unable	to benefit from educ	cation with students without
4.	educatio	, , ,	or laborato	ry fees).	their parents, as part of the general
NOTE:	INSERT A	RD/IEP SUPPLEMENTS AFTER	THIS PA	GE, WHEN APPLIC	CABLE.
	Visual) Region Day/Re	y/Auditorially Handicapped of Dey School for the Deaf midential Placement and o Visit Report	Extend	ed Year Sarvices or Management Plan Care Plan Illy Fragile	Autistic Minutes Page Notice of Refusal Trensition Services Other

<sup>1</sup>Enter instructional arrangement that meets requirements listed in the Student Attendance Accounting Handbook.

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	Page of
ARD MINUTES	
ARD Committee Members: See Segnature	Page
OBSETSONELLT : 1-9-15 SLIGHBUITS: Le Mesth COMPETENDIES: Le All 95 2	Lythrand
MEDICAL ISSUES (DITALINI MAZ, GA	J. May mom
SECULOES CAC support for me	A Cheer
HOLLE Take all	
CONTENENTS: Christophenic	cholugy.

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### K. SIGNATURE OF COMMITTEE MEMBERS AND OTHER PARTICIPANTS

The state of the s		Variable of the second		
SIGNATURE AND TITLE	SP.	POSITION	AGREE	DISAGREE
Shiscilla Kan:		Parent(s)/Adult Student	1	
18575 arred		Administration		
( When Colombe	1	Instruction	~	
V		Instruction/Speech	1.74	
		Assessment <sup>1</sup>		
OTHER PARTICIPANTS				
		Representative of LPAC <sup>2</sup>		
45.00		Consultant/Chairperson		
*		Vocational		
Alvertine		Visual/Auditory		
		Counselor		
John H. Raminer		Student		
My signature indicates that I was present at the discussed.  The committee mutually agreed to implement of this ARD committee have negreed to a recess of not more than 10 school additional resource persons to enable them to re-	nt the principle of the	rogram reflected in these pro hed mutual agreement. The During the recess the memb Itual agreement. This recess	ceedings. OR: school has offered ers shall consider does not apply if	d and the parent alternatives, ga the student prese
a danger of physical harm to himself or hersel committee will reconvene on		iers, or if the student has co	minicoo en oxpo	3

by the ARD meeting participants.

Your rights were explained to you when your child was initially referred for special education assessment. Federal regulations require that parents and adult students be provided a full explanation of all procedural safeguards in your native language or other mode of communication each time the district proposes or refuses to initiate or change the identification, evaluation, or educational placement of your child or the provision of a free appropriate public education (FAPE) to your child. A full EXPLANATION OF PROCEDURAL SAFEGUARDS has been given to

by

If you have questions regarding these safeguards, please feel free to call 994-3500.

<sup>2</sup>LPAC representative is required at ARD of any student who is limited English proficient.

<sup>3</sup>Include documentation concerning the reconvened ARD committee meeting.

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Assessment personnel are required when assessment issues are included in the ARD Committee's deliberations.

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Note: This form is not to be used for: Irritial ARD Annual Review
Shortuned Day
AE/BI Placement Resystuation Removel/Expulsion
Other District Transfer

CORPUS CHRISTI INDEPENDENT SCHOOLSTRICT Corpus Christi, Texas

### ARD/IEP SPECIAL REVIEW

Purpose of ARD: Course Change EYS (Only) Failure PLC

Date of ARD Notification

			Date of Meeting
Student Almeren John		DOB 06 134184	101 9665114
(Last) (First) Handicapping Condition (1) OH.I (2)	(MI) Grade <u>07</u>	School Clennson	Lan , 046
The ARD committee is meeting to modify the ARD committee is meeting to modify the ARD committee deliberations of that meeting have been reviewed.	nittee report dated	3-12-96	and assures that the
REASON FOR MEETING: Ledale	Chan	je	
Signature of interpreter if used:			
ASSESSMENT REPORT(S) FOR FIELATED SERVICES:			
DEVELOPMENT OF THE IEP			
[] Present competencies are unchanged. [] Present competencies have changed as follows:			
SALE BEAUTIFUL HAVE BEAUTIFUL STATIST	er en		
The ASID committee recommends that the student's ICD		annual ayeant for the following:	

DROP		TIME	•	ADD		TIME	•	COURSE	TH	ME
COURSE/SERVICE	REG.	MOD (/)	SP. ED.	COURSE/SERVICE	REG.	MOD (√)	SP. ED.		REG. MOD	SP. ED.
cina/Histo	.45	V		Science	145	V		Long Deta	90	page were to make the
rivu Avts	190	W		History	45	V		most	190	
				FIN Arts	45	V		Allbert	40	+00
								Muston	49	2 2 2
								Ent o	4.5	1085
TOTAL COURSE	135	V		TOTAL COURSE	135	1		Fine ack	4	5 6 30

1	l Naw II	FPs have	heen.	developed	for the	courses/services	added above	(attached).

拳Other ARD committee recommendations:						
---------------------------------------	--	--	--	--	--	--

Address time changes in speech and related services here.

New modifications have been developed for the courses added above (attached).

<sup>[ ]</sup> A Behavior Management Plan has been developed (attached).

hool ////	nenghan		will be:	loul	
(35)	ntinues to be in the least				-
strictive environmen	t (LRE) appropriate for this is/her previous ARD	Circle On	e: (AÁSOBS		
mmittee report note	t assigned in the ARD	Math [ ] Writin [ J.Read [ ] All ar	ng [] [] { allow o ing {           allow o		t
<b>+</b> UPDATED TIME	POSITION	SP. ED.	SIGNATURE	AGREE	DISAGRE
Regular education 360	Parant/Guardian/Surrogate Parant/Adult Student		ded not attack		
Special education Related/Other	Administration	7.3	Shelm One	V	
Servicus:	Instruction	-	Cach Cland	-	
Speech	Instruction (SPEECH)				
PT	Consultant/Chairperson	V	Kan Orichson	V	
Counselor	Assessment A.		Kay Jackson		
Health			Hete Luner - Boyce	· ·	
Auditory	Related Services Rep.		1125 300000		
Vision	Vocations Teacher◆				<b> </b>
Music Th.	Certified VH/AH Specialist				1
O&M	LPAC*				-
Special Education Transportation:	LPACK	_			
			date are considered    When vocational programs are	considered	37
			The mark compared and the second state of the	A COMPANY TO THE RE	
*Total time for space *When student is ide  My signature indicat explaining why mutua	es that I was present at the Al al agreement has not been reache	RD meeting,   d should be	date are considered    When vocational programs are proficient students  perticipated in the discussion, and understood valued in the ARD minutes and may be attached reflected in these proceedings. OR:	vhat was discus	section
more than 10 so	chool days. During the recess the agreement. This recess does no s committed an expellable offer	mombers shot apply if th	agreement. The school has offered and the par all consider alternatives and/or gather additional as student presents a danger of physical harm to nmittee will reconvene on	resource persor	is to enabl
Your rights were exp	e provided a full explanation of all r refuses to initiate or change t education (FAPE) to your	procedural s he identificat child. A	sferred for special education assessment. Feder afeguards in your native language or other mode afeguards in your native language or other mode full explanation of PROCEDURAL SAF by the safeguards, please feel free	e of communicat or child or the p EGUARDS has	ion each ti rovision of been gly

Previous IA Code

### Case 2:12-cv-00410 Document 31-123 Filed on 01/26/15 in TXSD Page 39 of 39 $\bf Scanned\ Jun\ 18,\ 2013$

STUDENTY SCHOOL YEAR 46-97	essing grades in t ix-week reporting only may be excludable is in tangual	perio ded fr ge art	dis. (S om thi s instr	tudent s requi	)	A	th image	en the	
Committee has determined that the following modifications are necessary for	the student to su	cceed	١.		//	1-	9-	96	
BEHAVIOR MANAGEMENT PLAN					10	`		. ,	10/15
L ANGUAGE PROGRAMM				NP.					1211
L'A			(1	7_	CONL	E 00.	ecny	Ersu	T
AF DISCIPLINE PLAN ASSISTIVE TECHNOLOGY QYES		- 9	13	7	./	/	(3)		
AR DISCIPLINE FLAN		/	17	1/	0/	1/2	NY.		
·		13	ZX	5/03	2/	12	1		/
MODIFICATIONS NEEDED	-/	W	29	CY	.5	1	411)	1	/ /
corrupt from Essential Elements - grades based upon IEP progress	A	9	Y	7/0	25/1	Y	1	1	1
ER ASSIGNMENTS BY PROVIDING:	-10	V	10	7:	1	1			
duced assignments		-	+	1					
		1	1	10	10	1	1	-	
ap ed sesignments		1,	1	-		-	-	+	
ktra time for completing essignments		1			1	-		-	
Opportunity to respond orally		T							1
Took analysis of assignments		1							
Special projects in lieu of assignments		+		-	1				
		1	٠.						
Other: ADAPT INSTRUCTION BY PROVIDING:		7		7		T		$\neg$	
ADAFT III		-	-	-		-	-+		
Short instructions: (1 or 2 stops)					-1-	-	-		
Opportunity to repeat and explain instructions									
Endouragement to verbalize steps needed to complete assignment/task					1				
Opportunity to write instructions		+		1					
Assignment notebooks		+	-	-	-	_			
Visual aids (pictures, flash cards, etc.)		+	-	-		-	-		
144-3-1-1-1-1-1		1	1		-				
Auditory sids (cues, tapes, atc.)						_	-		
Instructional aids									
Extra time for oral response		1	7	1	V	7		8	
Exams of reduced length		-	-						
Oral exame		-		-	-				
		_			-		-		11
Open book exams							-	_	1
Study carrel for independent work		V		1	1	1	1		
Frequent feedback									
Alter grade distribution			-						
Minimal auditory distractions		17	11	V	V	1		1	
i, save class for CMC assistance		-	1	-	-	-	+-	1	-
				-	-	1-		-	-
Peer tutoring paired working arrangement	o others				1		1	-	1
Opportunity for student to dictate themes, information, answers on tape or t									
PETER STATE OF THE PETER STATE O	1			1	_	_	_		

Special language programs are required for all students who are limited English proficient.

6/9 -- ARD-